

FOCUS

A Newsletter for Family & Consumer Sciences Teachers

A TRIBUTE TO JUDY

Who do you immediately think of when someone says “FCCLA?” For nearly 33 years, Judy Berg has served as the state adviser to the Nebraska Association. Effective in September of this year she will be retiring from that position and as Consultant in Family & Consumer Sciences from the Nebraska Department of Education.

Upon graduation from the University of Nebraska-Lincoln, Judy taught Home Economics and served as FHA Advisor in David City before moving to Omaha where she taught in the Westside system. In the fall of 1971 she joined the Nebraska Department of Education staff and began enriching the lives of students through leadership development in student organizations. Because the Career and Technical organizations work together on joint projects, her influence was felt by not only FCCLA members, but many others as well.

How things have changed in 33 years! I remember State Leadership Conferences at the OLD Student Union building on East Campus, the Nebraska Center, the State Fairgrounds, and for the past several years at the Cornhusker and Pershing Auditorium. The Cornhusker is in the process of being sold and the city of Lincoln is considering a new convention center to replace Pershing. . .what will the future bring?

It will be interesting to learn what Judy has planned for early July—2005. In all but one of those 33 years, Judy has escorted students and teachers to the FCCLA National Leadership Meeting. The only one she missed was when she was on maternity leave after her son, Tait, was born. Just for the record, Cheryl Meyer filled in for her that year.

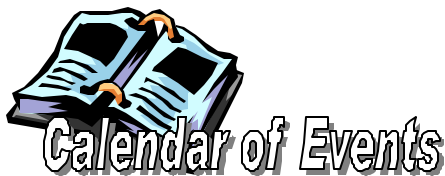
Her greatest contribution is her ability to develop leadership skills in students. It is no surprise that her greatest joy is watching students “bloom” through their experiences with FCCLA, whether it be through a District leadership position, a Peer Team officer, success at STAR, or on the State Officer Team. She has truly made a difference in the lives of thousands of Nebraska’s best students!

Mary Ann and I will miss working with her on a daily basis, but we will cherish the memories we have made together. The Nebraska Association of FCCLA is what it is because of the person that Judy is. . . a very professional person who is genuinely interested in people, pays attention to details, and is willing to do whatever it takes to get the job done at a high standard of performance. We certainly wish only the best for her as she enters this new stage of life.

Shirley Baum, Director
Mary Ann Mitchell, Professional Assistant

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(Date, event, location, contact person
for additional information and
telephone number or web address.
See box on right for FCS staff.)

2004

JUNE

7-10 INVEST Conference;
Kearney

JULY

11-15 FCCLA National Leadership Meeting; Chicago
26 FCCLA District Advisers and STAR meeting; Kearney

SEPTEMBER

12-13 FCCLA Fall Leadership Workshop; Aurora

NOVEMBER

12-14 FCCLA Cluster Meeting; Omaha

Family & Consumer Sciences Staff

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FOR FUTURE PLANNING

ACTE Annual Convention - December, 2004—Las Vegas NV

AAFCS Annual Meeting

June 26-June 29, 2004 - San Diego CA

June 23-26, 2005 - Minneapolis MN

June 22-25, 2006 - Charlotte NC

FCCLA National Leadership Meeting

July 3-7, 2005 - San Diego CA

July 9-13, 2006 - Nashville TN

July 8-13, 2007 - Anaheim CA

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KUDOS . . .
to the teachers who are the
“wind beneath their students’ wings”

PRO-START CULINARY COMPETITION

1st place	Millard South— Connie Jones
2nd place	Omaha Burke—Maybell Galusha
3rd place	Omaha Career Center—Theresa Garaghty
4th place	Omaha Bryan—Lynn Bailey
5th place	Fremont—Marcia Fouraker

FCCLA STAR COMPETITION (Jr. listed first followed by Sr.)

Consumer Issues	Jane Vanderbeek, Medicine Valley; Marilyn Whitaker, Chambers
Family Challenges and Issues	Marilyn Whitaker, Chambers; Ann Mann, O’Neill
Health and Wellness.....	Lisa Groth, Leigh; Marilyn Whitaker, Chambers
Applied Technology.....	Virginia Whidden, St. Edward; Lois Krohn, Logan View
Career Investigation.....	Marilyn Whitaker, Chambers; Marilyn Whitaker, Chambers
Chapter Service	Virginia Whidden, St. Edward; Nancy Rexroth, Sidney
Chapter Showcase	Becky Adkisson, Fillmore Central; Denise Haag, Fairbury/Diller/Odell
Entrepreneurship	Diane Ekhoft, Louisville; Dixie Hanefeldt, Creighton
Focus on Children.....	Becky Adkisson, Fillmore Central; Denise Haag, Fairbury/Diller/Odell
Illustrated Talk	Marilyn Whitaker, Chambers; Karen Schardt, Laurel-Concord
Interpersonal Communications	Becky Nelson, Ainsworth; Carol Erwin, Stuart
Job Interview.....	Bonnie Hansen, Cozad
National Programs in Action.....	Carol Erwin, Stuart; Lois Krohn, Logan View
Parliamentary Procedure Jr. High Test (tie).....	Cathy Ochsner, Grant; Peggy Anderson, Crofton
Parliamentary Procedure Demonstration.....	Lorie Artz, Wallace

FCCLA STATE OFFICER TEAM

Cheryl Meyer, Milford; Becky Adkisson, Fillmore Central; Lisa Groth, Leigh; Lois Krohn, Logan View; Virginia Whidden, St. Edward; Barb Bode, Elgin; Cheryl Gustafson, West Point; Carol Erwin, Stuart; Diana Brost, Mullen.

FCCLA PEER EDUCATION TEAMS

Virginia Whidden, St. Edward; Carol Erwin, Stuart; Cheryl Gustafson, West Point; Lisa Groth, Leigh; Peggy Anderson, Crofton; Pat Madsen, West Holt; Marilyn Whitaker, Chambers; Teri Gemar, Sutton; Lori Artz, Wallace; Marilyn Martin, Arapahoe.

“Life engenders life. Energy creates energy.
It is by spending oneself that one becomes rich.”
-Sarah Bernhardt

ARE YOU MAN ENOUGH?

What does it mean to “be a man”? How do you define masculinity? How does society influence these perceptions, and what can we do to change negative cultural influences that contribute to domestic or gender violence?

As part of the “Nebraska Connects” initiative, the “Are You Man Enough” program will explore what it is to be a man today. . . how young people, ages 16-24 develop attitudes about the way they treat each other, and what are the influences that contribute to abusive behavior and violence in date and in other relationships. A videotape version aired on NETV2 in February.

The Nebraska Domestic Violence and Sexual Assault Coalition and the Family Violence Council have worked together to provide videotapes of this program containing discussion starter segments. There is an accompanying discussion guide to utilize with this video.

NETV will make the videotapes available to teachers across the state through their Educational Service Units. The downloadable discussion guide is available to teachers via the mynptv.org website.

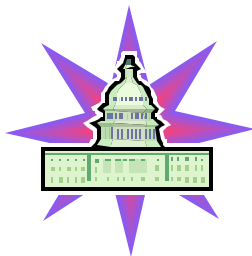
NEBRASKA WOMEN

Women have come a long way, but the following statistics indicate that there is still a long way to go! ! !

- Women’s pay status in Nebraska is so poor it ranks 45th out of the 50 states.
- For every Nebraska dollar a man earns, a woman earns 71 cents.
- 75% of Nebraska’ elderly women are poor.
- Because most caregivers are women, they lose an average of \$25,000 in social security benefits, \$67,000 in retirement benefits and an average of over \$556,400 in wage wealth during their caregiving years.
- Nebraska women represent 51% of the state’s population and pay virtually half of the state tax dollars.

Source: Good L., Executive Directors Message. WomeNews, February-March,2004, pg 5.

LASEMEUSE



Atop the tower of Nebraska’s State Capitol stands the figure of a man who is sowing the seeds of life to the winds, known as the Sower. These seeds are being cast to bring a finer, nobler living to all Nebraskans.

The Nebraska Women’s Foundation now brings you “Lasemeuse.” It symbolizes women’s roles throughout the ages in sowing the seeds for a better future for all women, children and families in Nebraska.

These lapel pins are available in either pewter or gold finish. The cost is \$11.00. Send your check to the Nebraska Women’s Foundation, 301 Centennial Mall South, PO Box 94744, Lincoln NE 68509 or email your request to nebraskawomensfoundation@yahoo.com.

Source: WomeNews, February-March, 2004, page 5.

PARTNERSHIPS IN FOOD SAFETY EDUCATION: USING FOOD SAFETY TO TEACH SCIENTIFIC PRINCIPLES

Food Safety ranks as the most important consumer issue relative to food, nutrition and public health. Improper food handling at home is the greatest food safety risk facing Americans today. The partnership addresses food safety through microbiology in middle and high schools across Nebraska.

Partnerships in Food Safety Education Workshops offer teachers:

- New standard-based, ready to photocopy food safety modules;
- Inservice training on using modules;
- Hardgoods required to teach modules in your classroom;
- Supplemental information to expand on base curricula;
- Support from UNL faculty;
- \$200 stipend for your time;
- Optional graduate credit through UNL;
- Opportunities for teachers and students to intern in food science labs;
- The satisfaction of teaching valuable life skills through science;
- Each two-day workshop includes hand-on experiences with the curricula.

CURRICULA TOPICS:

Current microbiological foodborne pathogens; preventing, slowing and killing food borne pathogens; fermentation; technology used by the food industry to protect consumers; examining new fears in food safety.

SUMMER 2004 WORKSHOP SESSIONS:

Kick Off Event	June 23-24	UNL - East Campus
ESU 9	July 7-8	Hastings
ESU 13	July 19-20	Scottsbluff
ESU 16	July 22-23	North Platte
ESU 3	July 28-29	Omaha

Registration and Program Information:

Megan Patent-Nygren (402-472-5783 or mpatentnygren2@unl.edu)
 John Rupnow (402-540-9361 or jrupnow@unl.edu)
 Ellen Hellerich (402-421-4418 or ellenh@nefb.org)

Sponsors:

Nebraska Ag in the Classroom
 US Department of Agriculture
 University of Nebraska Department of Food Science & Technology

FINANCIAL LITERARY STUDY

A nationwide survey conducted for the Jump\$tart Coalition for Personal Financial Literacy revealed that for the first time since 1997, high school students are reversing declining scores and are demonstrating increased aptitude and ability to manage financial resources such as credit cards, insurance, retirement funds and savings accounts.

The comprehensive survey of more than 4,000 high school students in 33 states measured 12th graders' level of knowledge of personal finance basics, and compared the results with those from similar surveys conducted in 2002, 2000 and 1997. On average, students who participated in the 2004 survey answered 52.3 percent of the questions correctly. This year's score is up from 50.2 percent in 2002 and 51.9 percent in 2000.

Even with modest gains in financial literacy among high school seniors, students did not match 1997 aptitude levels when 57.3 percent of students answered their questions correctly. This year, 65.5 percent of students failed the exam and 6.1 percent scored a C or better. A failing grade was based upon a typical scale used by many public schools around the nation (90-100% =A, 80-89%=B, etc.) The researcher for all four studies was Lewis Mandell, Ph.D., professor of finance and managerial economics at the University of Buffalo School of Management.

The questionnaire also revealed a positive impact on students attending required money management courses in high school. Of those students who took a full semester of money management courses, the students attending required classes did better (54.1 percent) than those where it was required only for some students (50.6 percent) and those where money management classes were electives (52.7 percent).

Other findings from the 2004 survey include:

- Parental involvement plays a great role in the financial education and literacy of young people, as the vast majority of students say they are learning most of their money management skills at home. Of the students surveyed, 58.3 percent said skills are learned at home, versus 19.5 percent of students who said they learn such skills at school, and 17.6 percent from experience.
- Having parents with a higher education helped. Of the students whose parents have college degrees, 55.4 percent answered the questions correctly, versus 44.6 percent of the students whose parents did not finish high school.
- Students who are planning to continue their education did better than those who aren't. The test results show that 55.0 percent of self-described, college-bound seniors answered the questions correctly, versus 41.9 percent of the students who plan no further education.

(Continued on next page)

- Survey questions were divided into four categories: income, money management, saving and spending. High school seniors did a far better job of correctly answering questions about income (62.9 percent) and spending (55.4 percent) than they did about money management (45.4 percent) and saving (41.0 percent).
- The percentage of students who do not use a credit card was 68.2 percent (versus 67.8 percent in 2002, 69.1 percent in 2000, and 70.8 percent in 1997). Eleven point four percent use their own card (versus 12.1 percent in 2002, 9.2 percent in 2000 and 7.7 percent in 1997). In addition, 15.7 percent use their parents' card (versus 15.4 percent in 2002, 18.3 percent in 2000, 17.2 percent in 1997) and 4.8 percent use both their own and their parents (versus 4.7 percent in 2002, 2.8 percent in 2000, 4 percent in 1997). Over one third (43.3 percent) of the 2004 students have an ATM card, compared with 35.9 percent in 2002, 31 percent in 2000, and 31.5 percent in 1997.
- Nearly 78 percent of the students have a savings and/or checking account with a bank. The 22.1 percent of the students without any bank account scored lower (47.4 percent) than those who have a savings account (53.3 percent), a checking account (50.2 percent), and both savings and checking accounts (55.5 percent).
- There was virtually no difference in performance by gender -- with 52.4 percent of male students answering the questions correctly versus 52.2 percent of female students with correct answers.
- The average score for Caucasian students was 55.5 percent, compared with 48.3 percent for Asian Americans, 48.3 percent for Hispanics, 44.0 percent for African Americans and 46.7 percent for Native Americans. Students from the Northeast scored higher (56.5 percent) than students from the West (52.2 percent), the Midwest (52.4 percent), and the South (49.9 percent).

A copy of the survey questionnaire is posted on the coalition's Web site at www.jumpstart.org in the "Downloads" section.

The Jump\$tart survey, conducted this past December, January and February, consisted of a written 45-minute examination administered to 4,074 12th graders in 215 schools across the United States. The survey's underwriter was Merrill Lynch.



MoneySKILL, a personal finance course, is a highly interactive, reality-based Internet curriculum. Its purpose is to educate students to make informed financial decisions. The course consists of 34 "How To" modules on income, money management, spending and credit, and saving and investing. The modules are designed to be approximately 40 minutes in length.

For information about MoneySKILL, visit www.moneyskill.org.

FCS TEACHER RETIREMENTS

We are aware of the following FCS retirements: **Jane Vanderbeek** (Medicine Valley), **Kathy Fink** (Wayne), **Jill Kulp** (Callaway), **Nancy Hunzeker** (Monroe) **Judy Wixson** (Elwood) and **Judy Berg** (NDE). May each of you find happiness whatever direction you take from this point forward in your life.

Please inform us as soon as possible of any additional retirements.

SAMPLE LETTER TO DECISION-MAKERS

The following letter was sent to AAFCS members encouraging them to contact political decision maker about the value of FCS programs. You might be able to use some of the ideas to garner support for your program locally. Obviously, you would need to revise the third and last paragraph unless you are an AAFCS/NAFCS member with access to those resources.

Dear [insert name of recipient],

As a family and consumer sciences (FCS) teacher, every day I see first-hand the positive impact FCS classes have on my students. Through hands-on learning, students reinforce their math, science, and communication skills by applying the abstract concepts learned in core courses to real life situations. For example, in my FCS classroom... [give an example of this in your classroom].

With the introduction of the No Child Left Behind legislation it is now more important than ever to retain and expand FCS classes in middle and secondary schools so that our students continue to have the opportunity to learn how to cope with real life situations, such as using math skills to calculate the real cost of a product or using writing skills to create a proposal, forms, or reports for their own business. In many FCS classes, students learn how to make healthy food choices, manage their personal finances, properly care for children, and explore career options.

More examples of how FCS teachers integrate and support core curricula and the No Child Left Behind legislation are presented in the January issue of the *Journal of Family & Consumer Sciences*. I have attached excerpts from this issue in a PDF file for your review. As you will see from the excerpts, at the same time that students are learning to apply the core curriculum, they are also learning critical life skills. Considering the alarming increase of obesity in children and adults and the mounting level of personal credit card debt in the U.S., can we afford not to prepare our future generations to manage their lives successfully?

I hope you agree that there has never been a more important time to keep life skills in the classroom, to insure that no child is left behind---in any way!

Please contact me at [insert phone and/or email address] for more information on this critical piece of our children's education, or for a complimentary issue of the FCS Showcase Edition of the *Journal of Family & Consumer Sciences*.

Best regards,
[insert your name, title, school, and city/state]

WEB RESOURCES

www.bccf.bc.ca/

The **BC Council for Families**, founded in 1977, is a non-profit, non-governmental organization that:

- celebrates diversity in our definition of family
- supports families by providing resources, education and training to strengthen family relationships
- promotes prevention as the most effective way to reduce risk and enhance family resiliency
- advocates for families, keeping the needs of families on the agendas of legislators
- collaborates with other organizations, including community, government and business, in responding to issues and challenges facing families.

Their website includes articles on topics such as balancing work and family, caregiving, and parenting.

www.canadian-health-network.ca/

Visit the **Canadian Health Network** website for 10,000 resources from leading Canadian organizations on 26 health-related topics, such as active living, healthy eating, and mental health.

A FEW STATISTICS ABOUT CANADIAN FAMILIES

Source: The Canadian Health Network Website

In 2001, there were 8,371,020 families living in Canada.

- 70% were headed by a legally married couple
- 16% were headed by lone parents
- 14% were founded on a common-law relationship
- 12% of couples with children were step/blended families (*note: would also be measured within one of above statistics*)
- 0.5% were estimated to be formed by a same-sex couple (*note: would also be measured within one of above statistics*)

Over the past twenty years the number of couples living in common-law relationships has increased to 16% from 6%, and these figures are directly linked to the older ages at which people marry.

- in 1981 women married on average at age 24 and men at 26
- in 1996 women married on average at age 27 and men at 29

The average "age" of a marriage at divorce is 13.7 years, but the anniversary with the highest rate of divorce is the fifth.

Another trend in Canadian family life is that children are choosing to stay in the nest considerably longer. In 1981, 27% of 20-29 year olds were living at home, but in 2001, 41% were. Young men aged 20-24 are the largest group of adult children living at home, with 64% still in the nest.

INVEST CONFERENCE

June 6-10

Kearney, Nebraska

The Family & Consumer Sciences program was included in the February FOCUS. The entire INVEST program and registration form is available on: www.investconference.com

Registration Deadlines and Costs:

Early Registration	\$75
After May 1	\$85

The FCS Banquet is a celebration of awards and recognitions, some from FCSTN, some from FCCLA and there are also recognitions from a jointly-sponsored program, The Developer Award. Any FCS professional can SELF-NOMINATE for The Developer Award. The criteria to meet and the actual application form is on pages 6-7 of the November FOCUS. The deadline for submitting an application is May 15.

ROUNDTABLE SHOWCASE OFFERINGS (Tentative Titles)

Curriculum is . . . Content, Process, Product
Developing Lesson Plans with the Critical Science Perspective
Developing Questions to Improve Student Understanding
Reading Strategies for FCS
Reinforcing Effort and Providing Recognition: The FCS Way
Using Games to Enhance Learning
Games Galore: What's in a Game?
Character Education in the Classroom
Incorporating Reality Check into Adult Living
Relationships! Relationships! Relationships!
Adoption University Middle School and High School
Distance Education for Dummies—Part 1
Distance Education for Dummies—Part 2
Quilt Project
Embroidery for All
Quilts and Service Learning
My Room
Ethnic Foods
“Eggsciting” Resources for Foods Teachers
Diet Dilemma
Healthy Weight with Dairy
ProStart
Health Career Pathway
Exploring the Career Fields
FCCLA Programs at a Glance—and—FCCLA: Where to Start
Application of the “Links to Standards” Document—and—Getting Started with STAR

The presenter's names and a description of each of these sessions will be in the FCS packet distributed at conference. Each 24 - minute session is offered from 2-6 times.